

Music Curriculum – Kindergarten

Wisconsin Model Standards for Music

A: Singing

Students will:

- Echo short melodic patterns appropriate to grade level
- Sing kindergarten repertoire with appropriate posture and breathing
- Maintain a steady beat
- Sing soft and loud
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinato patterns
- Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of the conductor appropriate to grade level

B: Instrumental

Students will:

- Play in rhythm with a steady tempo
- Play easy rhythmic patterns
- Play music representing diverse genres and cultures
- Echo short rhythmic patterns
- Play in groups matching timbre and dynamics, and responding to conductor's cues
- Play parts while other students sing or play contrasting parts

C: Improvisation:

Students will:

- Improvise short simple melodies on a given pentatonic scale

D: Composition

Students will:

- Create music to go with a poem or story

E: Reading and Notating:

Students will:

- Read quarter, eighth, whole and half notes and quarter rest, using Kodaly syllables
- Draw a whole note on a line or in a space

- Identify the musical staff

F: Analysis

Students will:

- Identify songs with the same melodies
- Recognize ABA form
- Explain music as loud/soft, high/low, fast /slow
- Identify the sounds of some instruments
- Identify children's voices vs. adult voices
- Respond through physical movement to show the steady beat.
- Respond through physical movement to specific music events

G: Evaluation:

Students will:

- Share their preferences for specific musical works
- Evaluate their own and other's performances with constructive suggestions for improvement

H: The Arts

Students will:

- Show ways that music relates to other subjects

I: History and Culture

Students will:

- Demonstrate appropriate audience behavior
- Realize and relate how music is a part of their lives
- Will understand what a composer is

Music Curriculum – Grade 1

Wisconsin Model Standards for Music

A: Singing

Students will:

- Echo short melodic patterns appropriate to grade level
- Sing first grade repertoire with appropriate posture and breathing
- Maintain a steady beat
- Sing soft and loud
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinato patterns
- Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of the conductor appropriate to grade level

B: Instrumental

Students will:

- Play in rhythm with a steady tempo
- Play easy rhythmic patterns
- Play music representing diverse genres and cultures
- Echo short rhythmic patterns
- Play in groups matching timbre and dynamics, and responding to conductor's cues
- Play independent parts while other students sing or play contrasting parts

C: Improvisation:

Students will:

- Improvise simple answers in the same style to given rhythmic questions
- Improvise short simple melodies on a given pentatonic scale

D: Composition

Students will:

- Create music to go with a poem or story

E: Reading and Notating:

Students will:

- Read quarter, eighth, whole and half notes and quarter rest, using Kodaly syllables as well as music terms

- Identify pitch notation by line or space and by number
- Identify dynamic symbols for loud and soft
- Identify music vocabulary for fast and slow

F: Analysis

Students will:

- Identify sections of the music that are same and different
- Recognize ABA form
- Explain music as loud/soft, high/low, fast /slow using music terms
- Identify the sounds of some instruments (Peter and the Wolf)
- Identify children's voices vs. adult voices
- Respond through physical movement to show the steady beat.
- Respond through physical movement to show form
- Respond through physical movement to specific music events

G: Evaluation:

Students will:

- Share their preferences for specific musical works
- Evaluate their own and other's performances with constructive suggestions for improvement

H: The Arts

Students will:

- Show ways that music relates to other subjects, especially as it relates to their curriculum

I: History and Culture

Students will:

- Demonstrate appropriate audience behavior
- Students will identify music by style (march, jazz)
- Realize and relate how music is a part of their lives
- Students will describe elements of music in different cultures
- Will understand what a composer is, and the role of musicians

Music Curriculum – Grade 2

Wisconsin Model Standards for Music

A: Singing

Students will:

- Echo short melodic patterns appropriate to grade level
- Sing second grade repertoire with appropriate posture and breathing
- Maintain a steady beat
- Sing with clear diction
- Sing with variables of soft and loud
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinato patterns
- Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of the conductor appropriate to grade level

B: Instrumental

Students will:

- Play in rhythm with a steady tempo
- Play mallet instruments using appropriate technique
- Play easy rhythmic and melodic patterns
- Play music representing diverse genres and cultures
- Echo short rhythmic patterns
- Echo short melodic patterns
- Play in groups matching timbre and dynamics, and responding to conductor's cues
- Play independent parts while other students sing or play contrasting parts

C: Improvisation:

Students will:

- Improvise simple answers in the same style to given rhythmic questions
- Improvise short rhythmic ostinato accompaniments
- Improvise short pieces appropriate to grade level

D: Composition

Students will:

- Create music to accompany dramatizations and readings

E: Reading and Notating:

Students will:

- Read quarter, eighth, whole, half, and dotted half notes and quarter and half rests
- Identify pitch notation on the treble clef staff by letter name
- Identify dynamic symbols for loud and soft
- Identify music vocabulary for fast, medium speed and slow
- Notate a rhythm within a time signature

F: Analysis

Students will:

- Identify sections of the music that are same and different
- Recognize ABA form, and ABABA form
- Explain music as loud/soft, high/low, fast /slow using music terms
- Identify the sounds of some instruments
- Identify male vs. female voices
- Demonstrate form through physical movement
- Respond with movement to specific musical events

G: Evaluation:

Students will:

- Share their preferences for specific musical works
- Evaluate their own and other's performances with constructive suggestions for improvement

H: The Arts

Students will:

- Show ways that music relates to other subjects, especially as it relates to their curriculum

I: History and Culture

Students will:

- Demonstrate appropriate audience behavior
- Students will identify music by style (march, jazz)
- Realize and relate how music is a part of their lives
- Students will describe elements of music in different cultures
- Will understand what a composer is, and the role of musicians in various settings and cultures

Music Curriculum – Grade 3

Wisconsin Model Standards for Music

A: Singing

Students will:

- Echo sing longer melodic patterns appropriate to grade level
- Sing third grade repertoire with appropriate posture and breathing
- Maintain a steady beat
- Sing with clear diction
- Sing with variables of soft and loud
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinato patterns
- Sing partner songs
- Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of the conductor appropriate to grade level

B: Instrumental

Students will:

- Play in rhythm with a steady tempo
- Play mallet instruments using appropriate technique
- Play easy rhythmic and melodic and chordal patterns
- Play music representing diverse genres and cultures
- Echo short rhythmic patterns
- Echo short melodic patterns
- Play in groups matching timbre and dynamics, and responding to conductor's cues
- Play independent parts while other students sing or play contrasting parts

C: Improvisation:

Students will:

- Improvise simple answers in the same style to given rhythmic questions
- Improvise short rhythmic ostinato accompaniments
- Improvise very simple rhythmic variations on given pentatonic melodies
- Improvise short pieces appropriate to grade level

D: Composition

Students will:

- Create music to accompany dramatizations and readings
- Create instrumental pieces within specified guidelines
- Use a variety of sound sources when composing and arranging

E: Reading and Notating:

Students will:

- Read quarter, eighth, sixteenth, whole, half, and dotted half notes and quarter, half and whole rests in various meters
- Identify pitch notation in the treble clef (including leger lines) by letter name
- Identify dynamic symbols including crescendo, decrescendo
- Identify music vocabulary for tempo
- Notate rhythm, meter and rhythm within a time signature

F: Analysis

Students will:

- Identify sections of the music that are same and different
- Show awareness of phrases
- Recognize ABA , ABABA , and AABBA form
- Explain music as loud/soft, high/low, fast /slow using music terms
- Identify the sounds of some instruments and sort by instrument family
- Identify male vs. female voices
- Demonstrate form through physical movement
- Respond with movement to specific musical events

G: Evaluation:

Students will:

- Share their preferences for specific musical works
- Evaluate their own and other's performances with constructive suggestions for improvement

H: The Arts

Students will:

- Use common terms to describe the differences and similarities of the various arts
- Show ways that music relates to other subjects, especially as it relates to their curriculum

I: History and Culture

Students will:

- Demonstrate appropriate audience behavior

- Students will identify music by style (march, jazz, waltz, folk song)
- Realize and relate how music is a part of their lives
- Students will describe elements of music in different cultures
- Will understand what a composer is, and the role of musicians in various settings and cultures
- Students will describe what makes certain music suitable for uses in their daily lives

Music Curriculum – Grade 4

Wisconsin Model Standards for Music

A: Singing

Students will:

- Echo sing longer melodic patterns appropriate to grade level
- Sing fourth grade repertoire with appropriate posture phrasing
- Maintain a steady beat
- Sing with clear diction
- Sing using appropriate dynamics
- Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- Sing ostinati patterns
- Sing partner songs
- Sing rounds
- Sing in groups blending vocal timbres, matching dynamic levels and responding to the cues of the conductor appropriate to grade level

B: Instrumental

Students will:

- Play in rhythm with a steady tempo
- Play mallet instruments and recorders using appropriate technique
- Play using appropriate dynamics
- Play easy rhythmic and melodic and chordal patterns
- Play music representing diverse genres and cultures
- Echo short rhythmic patterns
- Echo short melodic patterns
- Play in groups matching timbre and dynamics, and responding to conductor's cues
- Play independent parts while other students sing or play contrasting parts

C: Improvisation:

Students will:

- Improvise simple answers in the same style to given rhythmic questions
- Improvise short rhythmic ostinato accompaniments
- Improvise very simple rhythmic variations on given pentatonic melodies
- Improvise short pieces appropriate to grade level

D: Composition

Students will:

- Create music to accompany dramatizations and readings
- Create instrumental pieces within specified guidelines
- Use a variety of sound sources when composing and arranging

E: Reading and Notating:

Students will:

- Read quarter, dotted quarter, single eighth, eighth, sixteenth, whole, half, and dotted half notes and quarter, half and whole rests in various meters
- Identify pitch notation in the treble clef (including leger lines) by letter name
- Identify pitches on the bass clef staff
- Identify dynamic symbols including crescendo, decrescendo, fermata
- Identify music vocabulary for tempo
- Notate rhythm, meter and rhythm within a time signature

F: Analysis

Students will:

- Identify sections of the music that are same and different
- Show awareness of phrases
- Recognize ABA , ABABA , and AABBA form
- Explain music as loud/soft, high/low, fast /slow using music terms
- Identify the sounds of some instruments and sort by instrument family
- Identify male vs. female voices
- Demonstrate form through physical movement
- Respond with movement to specific musical events

G: Evaluation:

Students will:

- Share their preferences for specific musical works
- Evaluate their own and other's performances with constructive suggestions for improvement

H: The Arts

Students will:

- Use common terms to describe the differences and similarities of the various arts
- Show ways that music relates to other subjects, especially as it relates to their curriculum

I: History and Culture

Students will:

- Demonstrate appropriate audience behavior
- Students will identify music by style (march, jazz, waltz, folk song)
- Realize and relate how music is a part of their lives
- Students will describe elements of music in different cultures
- Will understand what a composer is, and the role of musicians in various settings and cultures
- Students will describe what makes certain music suitable for uses in their daily lives

Music Curriculum – Grade 5

Wisconsin Model Standards for Music

A: Singing

Students will:

- Sing with accuracy and good breath control throughout their singing ranges
- Students will sing expressively and with technical accuracy various pieces including songs performed from memory
- Students will sing music representing diverse genres and cultures with expression appropriate to the work performed
- Students will sing music written in two parts

B: Instrumental

Students will:

- Perform on instruments accurately and independently with good posture, playing positions and breath or stick control
- Perform with expression and technical accuracy a varied repertoire of instrumental literature
- Perform music representing various genres and cultures
- Play simple melodies on a melodic instrument, and simple harmonies on a harmonic instrument
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C: Improvisation:

Students will:

- Improvise simple harmonic accompaniments
- Improvise simple rhythmic and melodic variations on a given pentatonic melody
- Improvise short melodies on the pentatonic scale within a consistent meter

D: Composition

Students will:

- Compose short pieces within specific guidelines
- Use a variety of traditional and non-traditional sound sources when composing.

E: Reading and Notating:

Students will:

- Read quarter, dotted quarter, single eighth, eighth, sixteenth, whole, half, and dotted half notes and quarter, half and whole rests in various meters, as well as eighth-sixteenth combinations
- Identify pitch notation over the entire grand staff, including leger lines

- Sight read simple melodies in treble clef
- Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- Students will use standard notation to record their musical ideas

F: Analysis

Students will:

- Describe specific musical events upon listening to given examples, using appropriate terminology
- Students will demonstrate knowledge of the basic principles of meter, rhythm. Tonality, intervals and their application in analyzing written and aural examples of music
- Students will analyze and compare the use of the elements of music upon listening to examples representing diverse genres and cultures

G: Evaluation:

Students will:

- Develop criteria for evaluating their own and others' performances
- Students will evaluate their and others' performances applying specific criteria, and offering constructive suggestions for improvement

H: The Arts

Students will:

- Compare how different media can be used to describe the same event
- Compare the terminology and contrasting definitions used for various artistic elements in each of two or more arts.
- Notice and describe how the principles and subject matter of other school disciplines interrelate with those of music

I: History and Culture

Students will:

- Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures
- classify by genre, style, and time period a varied body of musical works
- explore the function music serves, roles musicians play, and conditions under which music is typically created and performed

